Youth

RIPQA

Rhode Island Program Quality Assessment

Form B – Organization Items
Family and Civic Engagement/Staffing and Professional Development/ Administration

PASA
PROVIDENCE AFTER SCHOOL ALLIANCE

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Rhode Island
AFTER
SCHOOL
PLUS Alliance

V. Family and Civic Engagement
A. Staff and volunteers interact with families in positive ways.

Indicators	Not Present	Basic	Emerging	Proficient	Exemplary
1. Staff use arrival and/or departure time to share information and develop relationships with parents and other caregivers where applicable.	❏₁	❏₂	❏₃	❏₄	❏₅
2. The program has a policy on parent/guardian involvement, which is shared with parents/guardians regularly.	❏₁	❏₂	❏₃	❏₄	❏₅

Sum ☐ ÷ ☐ number of indicators scored = ☐ item score V-A

Supporting Evidence, Examples, Documents, and Anecdotes (attach any relevant documents to this form)
If parents do not drop off or pick up students in your program leave that row blank.

V. Family and Civic Engagement
B. Staff and volunteers provide opportunities for meaningful engagement of participants' family members.

Indicators	Not Present	Basic	Emerging	Proficient	Exemplary
1. Family members are welcomed as part of the program (e.g., there is an open door policy, families are given opportunities to volunteer or participate in activities, there is an orientation for families on enrollment into the program).	❏₁	❏₂	❏₃	❏₄	❏₅
2. Staff communicate with families regularly (e.g., conferences, communicate about youth academic and social/emotional goals, newsletters and phone calls).	❏₁	❏₂	❏₃	❏₄	❏₅
3. Family members have opportunities and are encouraged to be involved in program/organization decision-making (e.g., family representatives on board, yearly evaluation of program, input in program planning).	❏₁	❏₂	❏₃	❏₄	❏₅

Sum ☐ ÷ ☐ number of indicators scored = ☐ item score V-B

Supporting Evidence, Examples, Documents, and Anecdotes (attach any relevant documents to this form)

V. Family and Civic Engagement
C. The program builds upon community resources.

Indicators	Not Present	Basic	Emerging	Proficient	Exemplary
1. Youth are encouraged to recognize their part in the community through community service, civic engagement, and/or service learning opportunities created in conjunction with staff members.	❏$_1$	❏$_2$	❏$_3$	❏$_4$	❏$_5$
2. Administrators and staff actively seeks out other organizations with which to collaborate (e.g., for field trips, guest speakers, and other expanded offerings).	❏$_1$	❏$_2$	❏$_3$	❏$_4$	❏$_5$

Sum [   ] ÷ [   ] number of indicators scored = [   ] item score V-C

Supporting Evidence, Examples, Documents, and Anecdotes (attach any relevant documents to this form)

V. Family and Civic Engagement
D. Staff and volunteers are aware of cultural and individual differences in working with participants and their families.

Indicators	Not Present	Basic	Emerging	Proficient	Exemplary
1. Staff mentoring and training supports working with diverse populations (e.g., youth with disabilities or special needs, or youth of different genders, races, cultures, and religions).	❏$_1$	❏$_2$	❏$_3$	❏$_4$	❏$_5$
2. Staff are oriented to the neighborhood and community in which they work and where children and youth live.	❏$_1$	❏$_2$	❏$_3$	❏$_4$	❏$_5$
3. Staff use various strategies to communicate with families who do not speak English (e.g., bilingual staff and materials).	❏$_1$	❏$_2$	❏$_3$	❏$_4$	❏$_5$

Sum [   ] ÷ [   ] number of indicators scored = [   ] item score V-D

Supporting Evidence, Examples, Documents, and Anecdotes (attach any relevant documents to this form)

V. Family and Civic Engagement
E. Program policies and procedures are responsive to the needs of children, youth and families in the community.

Indicators

	Not Present	Basic	Emerging	Proficient	Exemplary
1. Program policies seek to make the program accessible to all youth (e.g., makes accommodations for children and youth with special needs, makes an effort to be affordable, takes families needs into account when developing hours of operation).	❏1	❏2	❏3	❏4	❏5
2. Family input is sought in program policies and procedures.	❏1	❏2	❏3	❏4	❏5
3. Program policies require that staff and family members communicate about children and youth's well-being.	❏1	❏2	❏3	❏4	❏5

Sum ☐ ÷ ☐ number of indicators scored = ☐ item score V-E

Supporting Evidence, Examples, Documents, and Anecdotes (attach any relevant documents to this form)

V. Family and Civic Engagement
F. The program engages families as partners in its success.

Indicators

	Not Present	Basic	Emerging	Proficient	Exemplary
1. Family members are made fully aware of program policies and practices.	❏1	❏2	❏3	❏4	❏5
2. Staff and families join together to communicate and work with the schools.	❏1	❏2	❏3	❏4	❏5
3. Staff and family representatives develop a community/family involvement plan.	❏1	❏2	❏3	❏4	❏5

Sum ☐ ÷ ☐ number of indicators scored = ☐ item score V-F

Supporting Evidence, Examples, Documents, and Anecdotes (attach any relevant documents to this form)

V. Family and Civic Engagement
G. The program builds links to the community.

Indicators	Not Present	Basic	Emerging	Proficient	Exemplary
1. Program staff facilitate relationships between youth and police, fire, and community agencies.	❑₁	❑₂	❑₃	❑₄	❑₅
2. Program staff recruit and train community volunteers from diverse backgrounds (e.g., area college students, Americorps/VISTA volunteers, parents, etc.) to assist in program activities.	❑₁	❑₂	❑₃	❑₄	❑₅
3. The administration pursues new opportunities for community members to support the program (e.g., in-kind donations of space and materials, financial support) and partnership agreements are in place.	❑₁	❑₂	❑₃	❑₄	❑₅
4. Program staff build links to physical and mental health resources and providers in the community and provide families with referrals where appropriate.	❑₁	❑₂	❑₃	❑₄	❑₅
5. Where possible, program staff build connections to the schools (e.g., talk to teachers, sit on school improvement teams, etc.)	❑₁	❑₂	❑₃	❑₄	❑₅
6. Staff actively seek new participants by reaching out to youth and families that are not yet enrolled or involved in the program.	❑₁	❑₂	❑₃	❑₄	❑₅

Sum [＿＿] ÷ [＿＿] number of indicators scored = [＿＿] item score V-G

Supporting Evidence, Examples, Documents, and Anecdotes (attach any relevant documents to this form)
If your program does not use volunteers or has specific reasons not to facilitate partnerships with community agencies and/or schools, leave those rows blank.

VI. Staffing and Professional Development

H. All program staff receive relevant training and attend ongoing professional development activities that support their own growth and build more effective program practice.

Indicators	Not Present	Basic	Emerging	Proficient	Exemplary
1. Support is available for the director/program leader and other staff members to attend courses, conferences, or workshops (e.g., release time, travel costs, conference fees).	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$
2. The administration values, supports and encourages professional development and credentialing.	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$
3. All permanent/regular staff attend at least 20 hours of training annually. (L)	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$
4. Program directors and administrators receive training in program management and staff supervision.	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$
5. Relevant training for program staff is provided regularly, either on- or off-site, on a variety of topics. Topics may include but are not limited to: positive youth development, conflict resolution, social/emotional development, how to design space and activities to support program goals, cultural competency, health and safety. (L)	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$
6. Staff have access to professional development resources (e.g., library, organizational memberships, opportunities to visit other sites).	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$

Sum [ ] ÷ [ ] number of indicators scored = [ ] item score VI-H

Supporting Evidence, Examples, Documents, and Anecdotes (attach any relevant documents to this form)

VI. Staffing and Professional Development
I. Program managers assess job performance and satisfaction among staff and volunteers and make improvements where necessary.

Indicators	Not Present	Basic	Emerging	Proficient	Exemplary
1. Staff receive continuous supervision and feedback, including written and shared performance reviews on a regular basis, but not less than once a year.	❏1	❏2	❏3	❏4	❏5
2. Staff participate in a self-evaluation at least annually, which includes identifying training needs and goals.	❏1	❏2	❏3	❏4	❏5

Sum ▢ ÷ ▢ number of indicators scored = ▢ item score VI-I

Supporting Evidence, Examples, Documents, and Anecdotes (attach any relevant documents to this form)

VI. Staffing and Professional Development
J. Staff and volunteers are familiar with their job roles and responsibilities prior to working with participants and their families.

Indicators	Not Present	Basic	Emerging	Proficient	Exemplary
1. A written job description that outlines and clearly defines responsibilities is reviewed with each staff member. (L)	❏1	❏2	❏3	❏4	❏5
2. New staff are given a comprehensive orientation to the program philosophy, routines, and practices. Staff are personally introduced to the people with whom they will be working. (L)	❏1	❏2	❏3	❏4	❏5
3. Written program policies and procedures, including emergency procedures and confidentiality policies are reviewed with staff. (L)	❏1	❏2	❏3	❏4	❏5

Sum ▢ ÷ ▢ number of indicators scored = ▢ item score VI-J

Supporting Evidence, Examples, Documents, and Anecdotes (attach any relevant documents to this form)

VI. Staffing and Professional Development
K. Staff and volunteers of all levels are eligible and well prepared to work with participants and their families.

Indicators	Not Present	Basic	Emerging	Proficient	Exemplary
1. All supervising staff meet minimum age requirements (age 18 in Rhode Island) for activities/programs offered as set forth by local regulations. (L)	$\square_1$	N/A	N/A	N/A	$\square_5$
2. Established criteria for position/job eligibility (e.g., education and experience levels) exist and all staff meet the criteria for their particular role. (L)	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$

Sum [＿＿] ÷ [＿＿] number of indicators scored = [＿＿] item score VI-K

Supporting Evidence, Examples, Documents, and Anecdotes (attach any relevant documents to this form)

VI. Staffing and Professional Development
L. Staff and volunteers receive the necessary support to work effectively.

Indicators	Not Present	Basic	Emerging	Proficient	Exemplary
1. All full time staff are offered benefits (e.g., health insurance, paid time off, tuition reimbursement).	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$
2. Staff receive appropriate management and supervision to make their work experience positive and productive.	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$
3. The administration provides wages that promote stability and retention.	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$
4. Staff meetings include planned opportunities for staff to share new professional ideas and materials with one another.	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$

Sum [＿＿] ÷ [＿＿] number of indicators scored = [＿＿] item score VI-L

Supporting Evidence, Examples, Documents, and Anecdotes (attach any relevant documents to this form)

VII. Administration

M. Staff-to-participant ratios and group size enable the staff to meet the needs of participants.

Indicators	Not Present	Basic	Emerging	Proficient	Exemplary
1. There are no more than 13 youth for every 1 adult in groups of children and youth ages 5 and older. (L)	❏₁	❏₂	❏₃	❏₄	❏₅
2. Group sizes vary according to the age and abilities of youth and the type and complexity of the activity (i.e., group size for open gym may be larger than for homework help) but is never larger than 26. (Research shows that an appropriate group size for school age youth is no more than 30)	❏₁	❏₂	❏₃	❏₄	❏₅

Sum ☐ ÷ ☐ number of indicators scored = ☐ item score VI-M

Supporting Evidence, Examples, Documents, and Anecdotes (attach any relevant documents to this form)

VII. Administration

N. The administration sets clear expectations for participant behavior and active, consistent participation.

Indicators	Not Present	Basic	Emerging	Proficient	Exemplary
1. A clear attendance policy is in place.	❏₁	N/A	N/A	N/A	❏₅
2. Youth and staff together develop guidelines for behavior (e.g., attire and standards of respect and cultural awareness). There are clear policies for monitoring and enforcing these guidelines.	❏₁	❏₂	❏₃	❏₄	❏₅
3. Behavior guidelines are publicly displayed.	❏₁	N/A	N/A	N/A	❏₅
4. All new staff and youth participants are oriented to the behavior guidelines by selected youth currently involved in the program.	❏₁	❏₂	❏₃	❏₄	❏₅

Sum ☐ ÷ ☐ number of indicators scored = ☐ item score VI-N

Supporting Evidence, Examples, Documents, and Anecdotes (attach any relevant documents to this form)

VII. Administration

O. The administration provides sound leadership and management.

Indicators	Not Present	Basic	Emerging	Proficient	Exemplary
1. Administrators provide sound fiscal management for the program.	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$
2. Administrators are involved in program implementation and are accessible to staff on a regular basis.	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$
3. Administrators oversee the recruitment and retention of staff.	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$
4. Personnel files exist for all staff members and include, at a minimum, resumes, transcripts and background checks. (L)	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$
5. The administration has established job categories with position, title, wage scale, and supervision - document is available to all staff. (L)	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$
6. The administration regularly evaluates the program's equal opportunity hiring and staffing practices and uses equitable promotion practices for staff who achieve higher levels of education and professional development/training.	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$
7. Administrators involve key stakeholders, including staff, board of directors, families, and youth in long-term planning, fiscal management, and decision-making.	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$
8. Administrators assist with ongoing evaluation.	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$
9. Administrators foster a collegial environment (e.g., teambuilding activities, regular staff meetings to discuss concerns and successes).	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$
10. Where applicable, administrators recruit and manage an active advisory board.	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$

Sum [   ] ÷ [   ] number of indicators scored = [   ] item score VI-O

Supporting Evidence, Examples, Documents, and Anecdotes (attach any relevant documents to this form)
If your program does not have an advisory board, leave that row blank.

VII. Administration

P. Program policies and procedures exist to enhance the health and safety of all participants.

Indicators	Not Present	Basic	Emerging	Proficient	Exemplary
1. There is a plan to provide adequate staff coverage in case of emergencies. (L)	$\square_1$	N/A	N/A	N/A	$\square_5$
2. There is an emergency management plan in place including procedures for fire drills and natural or other disasters, and all staff and participants are familiar with it. (L)	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$
3. If the program provides transportation, there are established policies to transport youth safely; the policies comply with all legal requirements for vehicles and drivers. (L)	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$
4. Smoking and drug/alcohol use are not allowed on program premises. (L)	$\square_1$	N/A	N/A	N/A	$\square_5$
5. All paid and volunteer staff are screened for prior criminal records, child protective service findings, and other improper conduct. (L)	$\square_1$	N/A	N/A	N/A	$\square_5$
6. Policies and protocols are in place to guide staff interactions and interventions with children and youth (e.g., behavior management, appropriate verbal and physical interactions with youth) and all staff are trained in them.	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$
7. Emergency information for each participant is on file and accessible. (L)	$\square_1$	N/A	N/A	N/A	$\square_5$

Sum [ ] ÷ [ ] number of indicators scored = [ ] item score VI-P

Supporting Evidence, Examples, Documents, and Anecdotes (attach any relevant documents to this form)
If your program does not provide transportation, leave that row blank.

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VII. Administration

Q. The program solicits feedback from children, youth and their families about the program.

Indicators

	Not Present	Basic	Emerging	Proficient	Exemplary
1. There is a formal process whereby youth assess program; information is then fed back into activity selection, planning, implementation and relationships. (L)	❏₁	❏₂	❏₃	❏₄	❏₅
2. Parent/guardian input in planning activities and reflection on practice is actively and regularly sought and documented. (L)	❏₁	❏₂	❏₃	❏₄	❏₅
3. Regular opportunities exist for meetings between youth and program staff and administrators.	❏₁	❏₂	❏₃	❏₄	❏₅

Sum ☐ ÷ ☐ number of indicators scored = ☐ item score VI-Q

Supporting Evidence, Examples, Documents, and Anecdotes (attach any relevant documents to this form)

VII. Administration

R. The program has a system for using information for learning and program improvement as well as for measuring outcomes relevant to program activities.

Indicators

	Not Present	Basic	Emerging	Proficient	Exemplary
1. The program has a written evaluation plan and monitors needs and collects data in ways consistent with that plan.	❏₁	❏₂	❏₃	❏₄	❏₅
2. The program has procedures for tracking enrollment and participation.	❏₁	❏₂	❏₃	❏₄	❏₅
3. The administration shares results of evaluation with staff, families, youth, and community.	❏₁	❏₂	❏₃	❏₄	❏₅

Sum ☐ ÷ ☐ number of indicators scored = ☐ item score VI-R

Supporting Evidence, Examples, Documents, and Anecdotes (attach any relevant documents to this form)

VII. Administration

S. The program has a clear vision and mission and a plan to support sustainability.

Indicators	Not Present	Basic	Emerging	Proficient	Exemplary
1. A written mission statement sets forth the program's philosophy and goals and related outcomes and staff know and support it.	❏₁	❏₂	❏₃	❏₄	❏₅
2. The mission statement is clearly visible in the program space.	❏₁	N/A	N/A	N/A	❏₅
3. The administration has a sustainability plan that is tied to the program's mission and goals.	❏₁	❏₂	❏₃	❏₄	❏₅
4. The administration actively seeks new funding to maintain and grow the program.	❏₁	❏₂	❏₃	❏₄	❏₅
5. The administration has a plan to improve staff sustainability and retention (e.g., improved working conditions, higher salaries).	❏₁	❏₂	❏₃	❏₄	❏₅

Sum [   ] ÷ [   ] number of indicators scored = [   ] item score VI-S

Supporting Evidence, Examples, Documents, and Anecdotes (attach any relevant documents to this form)

Form B Summary Sheet

V. Family and Civic Engagement

_____ A. Staff and volunteers interact with families in positive ways.

_____ B. Staff and volunteers provide opportunities for meaningful engagement of participants' family members.

_____ C. The program builds upon community resources.

_____ D. Staff and volunteers are aware of cultural and individual differences in working with participants and their families.

_____ E. Program policies and procedures are responsive to the needs of children, youth and families in the community.

_____ F. The program engages families as partners in its success.

_____ G. The program builds links to the community.

	Family and Civic Engagement Sum
	Family and Civic Engagement Average Score

VI. Staffing and Professional Development

_____ H. All program staff receive relevant training and attend ongoing professional development activities that support their own growth and build more effective program practice.

_____ I. Program managers assess job performance and satisfaction among staff and volunteers and make improvements where necessary.

_____ J. Staff and volunteers are familiar with their job roles and responsibilities prior to working with participants and their families.

_____ K. Staff and volunteers of all levels are eligible and well prepared to work with participants and their families.

_____ L. Staff and volunteers receive the necessary support to work effectively.

	Staffing and PD Sum
	Staffing and PD Average Score

VII. Administration

_____ M. Staff-to-participant ratios and group size enable the staff to meet the needs of participants.

_____ N. The administration sets clear expectations for participant behavior and active, consistent participation.

_____ O. The administration provides sound leadership and management.

_____ P. Program policies and procedures exist to enhance the health and safety of all participants.

_____ Q. The program solicits feedback from children, youth and their families about the program.

_____ R. The program has a system for using information for learning and program improvement as well as for measuring outcomes.

_____ S. The program has a clear vision and mission and a plan to support sustainability.

	Administration Sum
	Administration Average Score